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ABSTRACT

Drawing from Miami-Dade Community College's computer file containing over 60,000 student records, this report presents data on six student cohort groups entering the college as first-time-in-college, full-time students between fall 1976 and fall 1981. For the college as a whole, and for each of its four campuses, longitudinal data are provided on student ethnic background, gender, and age, and re-enrollment and graduation rates. Selected findings include the following: (1) each of the student cohorts contains over 5,000 full-time students, representing approximately 50% of the total first-time-in-college students; (2) the male to female proportions have shifted over the 6-year period, so that slightly more than half of the students in each cohort are females; (3) the ethnic proportions have also shifted across the years, with an increase in the proportion of Hispanic students evident; (4) for both Blacks and Hispanics, the proportion of students over 26 years of age has gradually increased; (5) in general, after 3 years, 25% of the students remain enrolled and 25% have graduated; and (6) the implementation of standards of academic progress in 1978 had an initial effect of depressing re-enrollment and graduation rates among all ethnic groups, though a recovery in these rates was evident in later cohorts among White and Black students. The report concludes with questions for further research. (HB)

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EQUAL ACCESS/EQUAL OPPORTUNITY RESEARCH AT MIAMI-DADE COMMUNITY COLLEGE

FALL 1976-77 THROUGH FALL 1981-82 COHORTS

Research Report No. 83-09

April 1983

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Table of Contents

	Page
List of Tables.	ii-iii
List of Figures	iii
Introduction.	1
Procedures.	2
Results and Discussion.	2
Demographic Characteristics of the Cohorts	2
Re-enrollment and Graduation Rates	10
Summary	42
Questions for Further Research.	48

List of Tables

TABLES		Page
1-5	Summary of Demographic Characteristics of Full-Time-First-Time Cohorts - Fall 1976 Thru Fall 1981.	4-8
		4-8
1	College-Wide	4
2	North Campus	5
3	South Campus	6
4	New World Center Campus.	7
5	Medical Center Campus.	8
6	Summary of Demographic Characteristics of Full-Time First-Time Cohorts - Fall 1976 Thru Fall 1981.	9
7-11	Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students - Closing Fall Terms	14-18
	COLLEGE-WIDE	14-18
7	Total All Ethnic	14
8	White Non-Hispanic	15
9	Black Non-Hispanic	16
10	Hispanic	17
11	Other Ethnic	18
12-16	Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students - Closing Fall Terms	
	NORTH CAMPUS	23-27
12	Total All Ethnic	23
13	White Non-Hispanic	24
14	Black Non-Hispanic	25
15	Hispanic	26
16	Other Ethnic	27
17-21	Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students - Closing Fall Terms	
	SOUTH CAMPUS	28-32
17	Total All Ethnic	28
18	White Non-Hispanic	29
19	Black Non-Hispanic	30
20	Hispanic	31
21	Other Ethnic	32
22-26	Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students - Closing Fall Terms	
	NEW WORLD CENTER CAMPUS.	33-37
22	Total All Ethnic	33
23	White Non-Hispanic	34
24	Black Non-Hispanic	35
25	Hispanic	36
26	Other Ethnic	37

List of Tables
(continued)

TABLES		Page
27-30	Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students - Closing Fall Terms MEDICAL CENTER CAMPUS.	38-41
27	Total All Ethnic	38
28	White Non-Hispanic	39
29	Black Non-Hispanic	40
30	Hispanic	41

List of Figures

FIGURES		
1	Three-Year Re-enrollment Rates by Ethnic and by Campus. . .	45
2	Three-Year Graduation Rates by Ethnic and by Campus	46
3	Three-Year Graduation + Re-enrollment Rate by Ethnic and by Campus	47

Equal Access/Equal Opportunity Research
at Miami-Dade Community College

Fall 1976-77 Through Fall 1981-82 Cohorts

Introduction

Miami-Dade Community College is committed to providing equal access and equal opportunity for all students. Monitoring the progress of students as they enter, matriculate, and eventually graduate from the college is one important aspect of this commitment. Beginning in November of 1978, three cohort analyses were conducted (Research Report 78-99, 80-27, 80-79) which presented longitudinal data on enrollment, graduation rates, and grade point averages of first-time-in-college students by ethnic category. This series of cohort studies represented an important segment of research related to Equal Access and Equal Opportunity (EA/EO), as outlined in the 1974 document "Report of the Florida Public Community College Equal Access/Equal Opportunity Consulting Team."

In the Fall Term 1982-83, it was decided to establish a comprehensive longitudinal data base for the College in order to continue and extend the cohort analyses. A computer file containing over 60,000 student records was established.[1] Data for this longitudinal file were collected at the end of term (Closing) as opposed to the original Cohort studies which used Opening term data. The new data base allows tracking of re-enrollment and graduation on a term-by-term basis for six complete years. The present report is both a replication and extension of the original cohort analyses.

[1]Mr. Curt Kammer developed this file for ongoing longitudinal research.

Procedures

All first-time-in-college students (J's) were identified for each Fall Term beginning from 1976 onward, and formed the population from which the cohorts were selected. The first-time-in-college students were categorized as full-time or part-time on the basis of credits registered during their first term. The final group of cohorts consisted of full-time students only for 1976 through 1981, since full-time students are much more likely to be enrolled for the purpose of obtaining a degree. Re-enrollment rate was examined for each succeeding major term. Additionally, graduation records were searched to identify any of the full-time-first-time students who had graduated.

Results and Discussion

Demographic Characteristics of the Cohorts Tables 1 through 6 present data on the demographic composition of each cohort. In Table 1 college-wide data are presented on the number and percent of each ethnic category by gender. The column on the far right of the table gives the percentage that these full-time first-time students are of the total first-time (J) students.

It can be seen from the table that each of the cohorts contains more than 5,000 students. These full-time students represent approximately one-half of the total first-time-in-college students. The male to female proportions have shifted over the years so that slightly more than one-half of the students in each cohort are females. The ethnic proportions have also shifted across the years with an increase in the proportion of Hispanics evident. For the 1976 cohort, 32.8% were Hispanic, while for the 1981 cohort, 58.6% were Hispanic. The decrease in the proportion of black non-Hispanics

across cohorts is partially accounted for by the fact that we are examining full-time J's only. Note that in 1976, the full-time black non-Hispanic students were 57.5% of the total black J students. By 1981, however, the full-time black non-Hispanics were only 41.8% of the total black J students.

Table 2 presents data for the North Campus. Note that the Hispanic proportion has increased from 1976 to 1981 (from 27.9% to 51.8%). This same shift toward a higher proportion of Hispanics is also evident in the South Campus data (Table 3). In Table 4, note that by the Fall of 1981, slightly over three-fourths of the New World Center Campus full-time J's were Hispanic. Finally, the Medical Center Campus shows a gradual shift towards an almost tri-ethnic mix in the full-time J students.

In summary, this selection of full-time first-time students across the six Fall Terms generally mirrors trends noted in other enrollment reports. North Campus, South Campus, and New World Center Campus have shifted to more than 50% Hispanic students by the Fall of 1981, while the Medical Center Campus remains more tri-ethnic. Females constitute slightly more than half of the full-time first-time students for the past five years, and each of the full-time cohorts represents approximately one-half of the total J students enrolled for the respective Fall Terms.

Table 6 presents the final demographic summary which is an examination of age ranges. Note that for both black non-Hispanics and Hispanics, the proportion of older students (26+ years old) has gradually increased. This has been accompanied by a decrease in students in the 19-20 year old category. Thus for black non-Hispanics and Hispanics, the last four full-time first-time cohorts represent a slight shift toward an older age group.

Table 1

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

College-Wide

Ethnic Category	Gender: Male Number	Male Percent of Ethnic	Female Number	Female Percent of Ethnic	Total	Percent of College	Percent of First-Time Students (J)
Fall 1976							
White Non-Hispanic	1,213	54.3	1,023	45.7	2,236	42.7	51.3
Black Non-Hispanic	488	42.0	676	58.0	1,164	22.2	57.5
Hispanic	880	51.3	835	48.7	1,715	32.8	53.2
Other	80	65.6	42	34.4	122	2.3	35.0
Total	2,661	50.8	2,576	49.2	5,237	100.0	52.6
Fall 1977							
White Non-Hispanic	1,139	54.4	954	45.6	2,093	38.3	50.3
Black Non-Hispanic	446	34.5	847	65.5	1,293	23.7	55.9
Hispanic	931	47.0	1,052	53.0	1,983	36.3	51.1
Other	60	65.0	32	35.0	92	1.7	57.1
Total	2,576	47.2	2,885	52.8	5,461	100.0	51.9
Fall 1978							
White Non-Hispanic	1,054	52.9	938	47.1	1,992	37.6	49.5
Black Non-Hispanic	349	33.6	688	66.4	1,037	19.5	57.6
Hispanic	996	46.4	1,150	53.6	2,146	40.5	53.4
Other	73	56.2	57	43.8	130	2.4	62.8
Total	2,472	46.6	2,833	53.4	5,305	100.0	52.8
Fall 1979							
White Non-Hispanic	907	48.8	953	51.2	1,860	35.8	45.9
Black Non-Hispanic	352	40.4	519	59.6	871	16.7	47.6
Hispanic	1,073	45.2	1,301	54.8	2,374	45.6	54.2
Other	56	56.0	44	44.0	100	1.9	55.2
Total	2,388	45.9	2,817	54.1	5,205	100.0	49.8
Fall 1980							
White Non-Hispanic	755	50.5	739	49.5	1,494	26.1	46.6
Black Non-Hispanic	310	36.2	546	63.8	856	15.0	39.3
Hispanic	1,611	49.3	1,655	50.7	3,266	57.1	55.9
Other	56	54.4	47	45.6	103	1.8	63.6
Total	2,732	47.8	2,987	52.2	5,719	100.0	50.2
Fall 1981							
White Non-Hispanic	660	50.6	645	49.4	1,305	26.1	48.7
Black Non-Hispanic	289	42.4	392	57.6	681	13.6	41.8
Hispanic	1,318	44.9	1,616	55.1	2,934	58.6	60.2
Other	56	65.1	30	34.9	86	1.7	61.4
Total	2,323	46.4	2,683	53.6	5,006	100.0	53.7

Data Source: Longitudinal Master File, SAS Analysis.

Table 2

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

North Campus				
	Gender			
Ethnic Category	Male	Female	Total	Percent of Campus
Fall 1976				
White Non-Hispanic	553	395	948	42.6
Black Non-Hispanic	258	400	618	27.7
Hispanic	335	286	621	27.9
Other	23	17	40	1.8
Total	1,169	1,098	2,227	100.0
Fall 1977				
White Non-Hispanic	477	366	843	37.9
Black Non-Hispanic	242	441	683	30.7
Hispanic	322	347	669	30.0
Other	21	11	32	1.4
Total	1,062	1,165	2,227	100.0
Fall 1978				
White Non-Hispanic	438	307	745	36.8
Black Non-Hispanic	182	356	538	26.6
Hispanic	337	354	691	34.2
Other	31	18	49	2.4
Total	988	1,035	2,023	100.0
Fall 1979				
White Non-Hispanic	353	306	659	34.2
Black Non-Hispanic	215	289	504	26.2
Hispanic	337	395	732	38.0
Other	17	14	31	1.6
Total	922	1,004	1,926	100.0
Fall 1980				
White Non-Hispanic	250	225	475	25.5
Black Non-Hispanic	191	326	517	27.7
Hispanic	394	450	844	45.2
Other	18	11	29	1.6
Total	853	1,012	1,865	100.0
Fall 1981				
White Non-Hispanic	195	171	366	22.1
Black Non-Hispanic	178	227	405	24.4
Hispanic	387	471	858	51.8
Other	19	10	29	1.7
Total	779	879	1,658	100.0

Data Source: Longitudinal Master File, SAS Analysis.

Table 3

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

South Campus				
	Gender			
Ethnic Category	Male	Female	Total	Percent of Campus
Fall 1976				
White Non-Hispanic	541	540	1,081	53.6
Black Non-Hispanic	81	114	198	9.8
Hispanic	342	336	678	33.6
Other	43	17	60	3.0
Total	1,010	1,007	2,017	100.0
Fall 1977				
White Non-Hispanic	587	529	1,116	53.3
Black Non-Hispanic	72	127	199	9.5
Hispanic	343	380	723	34.6
Other	37	18	55	2.6
Total	1,039	1,054	2,093	100.0
Fall 1978				
White Non-Hispanic	534	525	1,059	47.7
Black Non-Hispanic	80	107	187	8.4
Hispanic	430	477	907	40.8
Other	32	36	68	3.1
Total	1,076	1,145	2,221	100.0
Fall 1979				
White Non-Hispanic	480	558	1,038	45.9
Black Non-Hispanic	65	72	137	6.1
Hispanic	456	579	1,035	45.7
Other	30	23	53	2.3
Total	1,031	1,232	2,263	100.0
Fall 1980				
White Non-Hispanic	431	455	886	37.7
Black Non-Hispanic	46	90	136	5.8
Hispanic	575	696	1,271	54.0
Other	28	32	60	2.5
Total	1,080	1,273	2,353	100.0
Fall 1981				
White Non-Hispanic	403	431	834	35.3
Black Non-Hispanic	47	61	108	4.6
Hispanic	624	747	1,371	58.0
Other	32	18	50	2.1
Total	1,106	1,257	2,363	100.0

Data Source: Longitudinal Master File, SAS Analysis.

Table 4

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

New World Center Campus

Ethnic Category	Gender		Total	Percent of Campus
	Male	Female		
Fall 1976				
White Non-Hispanic	102	45	147	17.1
Black Non-Hispanic	139	171	310	36.1
Hispanic	190	191	381	44.3
Other	14	8	22	2.5
Total	445	415	860	100.0
Fall 1977				
White Non-Hispanic	64	41	105	9.8
Black Non-Hispanic	124	264	388	36.3
Hispanic	260	310	570	53.4
Other	2	3	5	0.5
Total	450	618	1,068	100.0
Fall 1978				
White Non-Hispanic	82	92	174	16.9
Black Non-Hispanic	85	220	305	29.7
Hispanic	224	311	535	52.1
Other	10	3	13	1.3
Total	401	626	1,027	100.0
Fall 1979				
White Non-Hispanic	70	61	131	14.2
Black Non-Hispanic	66	137	203	21.9
Hispanic	271	306	577	62.4
Other	9	5	14	1.5
Total	416	509	925	100.0
Fall 1980				
White Non-Hispanic	61	33	94	6.9
Black Non-Hispanic	68	95	163	11.9
Hispanic	626	473	1,099	80.2
Other	10	4	14	1.0
Total	765	605	1,370	100.0
Fall 1981				
White Non-Hispanic	44	29	73	8.5
Black Non-Hispanic	56	70	126	14.6
Hispanic	288	369	657	76.2
Other	5	1	6	0.7
Total	393	469	862	100.0

Data Source: Longitudinal Master File, SAS Analysis.

Table 5

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

Medical Center Campus				
	Gender			
Ethnic Category	Male	Female	Total	Percent of Campus
Fall 1976				
White Non-Hispanic	17	43	60	45.1
Black Non-Hispanic	7	31	38	28.6
Hispanic	13	22	35	26.3
Other	-	-	-	-
Total	37	96	133	100.0
Fall 1977				
White Non-Hispanic	11	18	29	39.7
Black Non-Hispanic	8	15	23	31.5
Hispanic	6	15	21	28.8
Other	-	-	-	-
Total	25	48	73	100.0
Fall 1978				
White Non-Hispanic	-	14	14	41.2
Black Non-Hispanic	2	5	7	20.6
Hispanic	5	8	13	38.2
Other	-	-	-	-
Total	7	27	34	100.0
Fall 1979				
White Non-Hispanic	4	28	32	35.1
Black Non-Hispanic	6	21	27	29.7
Hispanic	9	21	30	33.0
Other	-	2	2	2.2
Total	19	72	91	100.0
Fall 1980				
White Non-Hispanic	13	26	39	29.8
Black Non-Hispanic	5	35	40	30.5
Hispanic	16	36	52	39.7
Other	-	-	-	-
Total	34	97	131	100.0
Fall 1981				
White Non-Hispanic	18	14	32	26.0
Black Non-Hispanic	8	34	42	34.2
Hispanic	19	29	48	39.0
Other	-	1	1	0.8
Total	45	78	123	100.0

Data Source: Longitudinal Master File, SAS Analysis.

Table 6

Summary of Demographic Characteristics of Full-Time First-Time Cohorts
Fall 1976 Thru Fall 1981

Ethnic Category	Age Categories: Unknown Number	Unknown Percent of Ethnic	14 - 18 Number	14 - 18 Percent of Ethnic	19 - 20 Number	19 - 20 Percent of Ethnic	21 - 25 Number	21 - 25 Percent of Ethnic	26 + Number	26 + Percent of Ethnic	Ethnic Totals Number	Ethnic Totals Percent of College
Fall 1976												
White Non-Hispanic	0	-	1,610	72.0	308	13.8	169	7.5	149	6.7	2,236	100.0
Black Non-Hispanic	1	0.1	573	49.2	233	20.0	225	19.3	132	11.3	1,164	100.0
Hispanic	1	0.1	1,084	63.2	362	21.1	134	7.8	134	7.8	1,715	100.0
Other Ethnic	0	-	49	40.2	26	21.3	30	24.6	17	13.9	122	100.0
Total	2	-	3,316	63.3	929	17.7	558	10.7	432	8.3	5,237	100.0
Fall 1977												
White Non-Hispanic	0	-	1,546	73.9	263	12.6	164	7.8	120	5.7	2,093	100.0
Black Non-Hispanic	0	-	581	44.9	235	18.2	237	18.3	240	18.6	1,293	100.0
Hispanic	2	0.1	1,230	62.0	375	18.9	138	7.0	238	12.0	1,983	100.0
Other Ethnic	0	-	30	32.6	21	22.8	25	27.2	16	17.4	92	100.0
Total	2	-	3,387	62.0	894	16.4	564	10.3	614	11.3	5,461	100.0
Fall 1978												
White Non-Hispanic	5	0.3	1,400	70.3	281	14.1	162	8.1	144	7.2	1,992	100.0
Black Non-Hispanic	2	0.2	581	56.0	172	16.6	142	13.7	140	13.5	1,037	100.0
Hispanic	15	0.7	1,438	67.0	354	16.5	118	5.5	221	10.3	2,146	100.0
Other Ethnic	0	-	61	46.9	25	19.2	29	22.3	15	11.6	130	100.0
Total	22	0.4	3,480	65.6	832	15.7	451	8.5	520	9.8	5,305	100.0
Fall 1979												
White Non-Hispanic	4	0.2	1,421	76.4	219	11.8	122	6.6	94	5.0	1,860	100.0
Black Non-Hispanic	1	0.1	483	55.4	147	16.9	140	16.1	100	11.5	871	100.0
Hispanic	8	0.3	1,569	66.1	379	16.0	144	6.1	274	11.5	2,374	100.0
Other Ethnic	0	-	60	60.0	23	23.0	11	11.0	6	6.0	100	100.0
Total	13	0.2	3,533	67.9	768	14.8	417	8.0	474	9.1	5,205	100.0
Fall 1980												
White Non-Hispanic	2	0.1	1,134	75.9	179	12.0	87	5.8	92	6.2	1,494	100.0
Black Non-Hispanic	0	-	496	57.9	122	14.3	118	13.8	120	14.0	856	100.0
Hispanic	0	-	1,906	58.4	531	16.2	311	9.5	518	15.9	3,266	100.0
Other Ethnic	0	-	58	56.3	23	22.3	15	14.6	7	6.8	103	100.0
Total	2	-	3,594	62.8	855	15.0	531	9.3	737	12.9	5,719	100.0
Fall 1981												
White Non-Hispanic	0	-	1,000	76.6	168	12.9	68	5.2	69	5.3	1,305	100.0
Black Non-Hispanic	0	-	356	52.3	106	15.6	109	16.0	110	16.1	681	100.0
Hispanic	1	-	1,707	58.2	491	16.7	248	8.5	487	16.6	2,934	100.0
Other Ethnic	0	-	47	54.7	17	19.8	15	17.4	7	8.1	86	100.0
Total	1	-	3,110	62.1	782	15.6	440	8.8	673	13.5	5,006	100.0

Data Source: Longitudinal Master File, SAS Analysis.

Re-enrollment and Graduation Rates. Tables 7-11 present data on enrollment and cumulative graduation rates for the six cohorts. The cohort years are given across the Table (for example, for the Closing Fall 1976-77, the cohort is abbreviated 76-1), and the number of students in each cohort is given in parenthesis immediately below. The data in the body of the tables are presented in terms of a typical 100 full-time first-time-in-college students for each cohort. Put another way, these data are the percent of the original number of students that either re-enrolled or graduated. In the left-hand column of the table are the progressive major terms. The term labelled Fall 1 is the beginning Fall Term of each cohort. Thus for the 79-1 cohort, Fall 1 represents the Fall Term of 1979-80. A dashed line is drawn across the Table after Winter 3. This point represents three full years for each cohort. With the data arrayed in this manner, it is possible to simply look across the table for any Fall or Winter Term and find comparable data for each cohort.

Table 7 presents data for the ethnic categories combined. The 76-1 cohort has six full years of data and shows a 36% graduation rate, with 5% of the students still enrolled. In general, after three full years, one-fourth of the students remain enrolled and approximately one-fourth have graduated.

The Standards of Academic Progress were begun in the Fall Term of 1978. For students already enrolled, the Standards did not take effect until the following academic year. For the 76-1 cohort, the impact began during Fall 4, and for the 77-1 cohort, during Fall 3. Effects of the SOAP intervention are not obvious from the collapsed ethnic data of Table 7. These effects are evident, however, in the separate ethnic analyses which follow.

Data for white non-Hispanic students are presented in Table 8. Note that for the 78-1 cohort, both the re-enrollment and graduation rates have declined when compared to the two earlier cohorts. The 78-1 group was the first group entirely under the Standards. Prior to this intervention, approximately 20% of the students were still enrolled after 3 years, while 30% had graduated. For the 78-1 cohort, however, the graduation rate has decreased to 24% after three years. Presumably the more stringent requirements led to a considerable drop in the three-year graduation rate. Data for the 79-1 and 80-1 cohorts are most encouraging. Note that the three-year graduation rate has returned to almost 30% for the 79-1 cohort. The graduation rate for Fall 4 is the highest of any cohort at that point. For the 80-1 cohort, the Fall 3 re-enrollment rate (30%) is also the highest of any cohort, and the graduation rate of 24% is comparable to earlier data. Finally, with the limited data available on the 81-1 cohort, the Fall 2 re-enrollment rate (63%) is the highest Fall 2 rate of any of the cohorts. In summary, data for white non-Hispanics indicate that the interventions begun in 78-1 had an initial effect of depressing re-enrollment and graduation rates, but these rates have fully recovered and have, in fact, improved with the later cohorts.

Table 9 presents data for black non-Hispanic students. Note the decline in the number of blacks in the later cohorts due in part to the shift of more black non-Hispanic students to a part-time status. The six-year graduation rate for black non-Hispanics from the 76-1 cohort is 23% with 5% of the students still enrolled. This graduation rate is considerably less than was noted for white non-Hispanics (36%). The impact of the SOAP interventions can be seen most strikingly on this table. Note the high re-enrollment and graduation

rates for the 76-1 cohort through Winter 3. The 76-1 students first came under the Standards in Fall 4. At that point the re-enrollment rate drops to 11% which is comparable to the Fall 4 rate for the other cohorts. Since the graduation rate is cumulative, it remains relatively high. The 77-1 cohort was first impacted by the Standards during Fall 3. Here, the effect on both re-enrollment and graduation rate can be seen in contrast to the 76-1 cohort. By Winter 3, 11% of the 77-1 group had graduated while 16% of the earlier 76-1 group had graduated. The re-enrollment rate for the 77-1 group was reduced to 17%. The 78-1 cohort was under the Standards during its entire enrollment. Notice that by Fall 3, there is already an improvement in re-enrollment rates which continues through Winter 3. Graduation rates, however, are very similar to the 77-1 cohort data. For the 79-1 cohort, a remarkable improvement is evident. The three-year graduation rate (Winter 3) is now 20% which is the highest three-year rate on the Table. The re-enrollment rate for Winter 3 is comparable to the 76-1 cohort figure for students who were not under the Standards. The Fall 4 graduation rate of 24% is the highest graduation rate on the entire Table. Thus after three years and one term, the 79-1 cohort has a higher graduation rate than the 76-1 cohort showed after six full years. The graduation rate for the 80-1 cohort at Fall 3 has once again declined. This reflects the beginnings of Basic Skills Assessment and enforcement of policies requiring students to take developmental coursework. We would thus expect that students would take longer to graduate from 80-1 onward. Note, however, that the retention rate has remained high and that the Winter 2 and Fall 3 re-enrollment rates are the highest since the 76-1 cohort. Data for the 81-1 cohort indicate that the high retention rates are being

maintained. In summary, data for black non-Hispanics show the same drop in retention and graduation rates as was true for white non-Hispanics. A recovery is noted for the later cohorts, however, indicating that the intervention strategies are proving successful.

Table 10 presents data for Hispanic students. Note the increase in the number of Hispanics in each cohort as the years progress. The six-year graduation rate for Hispanics (46%) from the 76-1 cohort is the highest of any ethnic group. Close to one-half of the Hispanic students had graduated after six years with 6% still enrolled. The impact of the Standards of Academic Progress can be seen for Hispanic students also. For the 77-1 cohort, the interventions were in place for Fall 3 and Winter 3. Note the reduction in both re-enrollment and graduation rates for these two terms when compared to the 76-1 cohort. The three-year (Winter 3) graduation rate has recovered for the 78-1 cohort and stabilized for the 79-1 cohort. The re-enrollment rate, however, remains at just over 30%. In summary, Hispanic students show decreased enrollment and graduation rates for 77-1 and then a slight recovery in graduation rate which stabilizes for the remaining cohorts.

Table 11 presents collapsed data on the remaining ethnic categories. Because of the small numbers of students involved, these data are quite erratic and the table is left to the reader to examine.

Table 7

College-Wide

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

Consecutive Major Terms	Total All Ethnic											
	76-1 (N= 5,237)		77-1 (N= 5,461)		78-1 (N= 5,305)		79-1 (N= 5,205)		80-1 (N= 5,719)		81-1 (N= 5,006)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	83		83		80		81		82		83	
Fall 2	63	2	59	2	60	2	60	2	61		63	1
Winter 2	59	8	53	6	52	6	54	6	55	4		
Fall 3	33	22	30	19	30	19	33	21	34	19		
Winter 3	26	26	23	23	24	24	26	27				
Fall 4	13	31	13	28	13	29	15	32				
Winter 4	11	33	11	29	12	31						
Fall 5	7	34	7	31	9	32						
Winter 5	6	35	7	32								
Fall 6	5	35	6	33								
Winter 6	5	36										

Data Source: Longitudinal Master File, SAS Analysis.

Table 8

College-Wide

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

Consecutive Major Terms	White Non-Hispanic											
	76-1 (N= 2,236)		77-1 (N= 2,093)		78-1 (N= 1,992)		79-1 (N= 1,860)		80-1 (N= 1,494)		81-1 (N= 1,305)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	82		82		78		80		80		82	
Fall 2	59	2	60	2	56	2	57	1	58	1	63	1
Winter 2	53	9	52	7	49	7	51	6	51	7		
Fall 3	26	25	27	24	25	20	28	24	30	24		
Winter 3	19	30	19	30	18	24	19	29				
Fall 4	11	32	11	32	10	29	11	33				
Winter 4	8	33	9	34	9	30						
Fall 5	6	34	6	35	7	31						
Winter 5	5	35	4	36								
Fall 6	3	36	4	37								
Winter 6	3	36										

Data Source: Longitudinal Master File, SAS Analysis.

Table 9

College-Wide

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

	Black Non-Hispanic											
Consecutive Major Terms	76-1 (N= 1,164)		77-1 (N= 1,293)		78-1 (N= 1,037)		79-1 (N= 871)		80-1 (N= 856)		81-1 (N= 681)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	79		77		73		78		81		79	
Fall 2	56	1	46	1	46	1	54		56		54	1
Winter 2	55	3	42	3	39	3	48	3	50	2		
Fall 3	30	12	23	10	25	10	27	15	30	11		
Winter 3	24	16	17	11	19	12	24	20				
Fall 4	11	20	10	15	9	16	11	24				
Winter 4	11	21	9	16	9	17						
Fall 5	7	22	6	17	6	18						
Winter 5	6	22	6	17								
Fall 6	5	23	4	18								
Winter 6	5	23										

Data Source: Longitudinal Master File, SAS Analysis.

Table 10

College-Wide

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

	Hispanic											
Consecutive Major Terms	76-1 (N= 1,715)		77-1 (N= 1,983)		78-1 (N= 2,146)		79-1 (N= 2,374)		80-1 (N= 3,266)		81-1 (N= 2,934)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	87		86		86		83		83		85	
Fall 2	76	3	66	2	70	4	64	3	63		65	1
Winter 2	70	9	62	6	62	8	57	6	57	4		
Fall 3	45	26	38	20	37	23	39	21	37	19		
Winter 3	36	33	32	25	31	28	32	28				
Fall 4	19	39	18	31	18	35	19	34				
Winter 4	16	41	15	32	15	36						
Fall 5	10	43	10	35	11	39						
Winter 5	8	44	9	36								
Fall 6	8	45	9	38								
Winter 6	6	46										

Data Source: Longitudinal Master File, SAS Analysis.

Table 11

College-Wide

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Other Ethnic

Consecutive Major Terms	76-1 (N= 122)		77-1 (N= 92)		78-1 (N= 130)		79-1 (N= 100)		80-1 (N= 103)		81-1 (N= 86)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	70		84		78		84		87		74	
Fall 2	36	4	72	3	63	2	67	4	76	1	59	2
Winter 2	32	7	55	9	57	5	60	5	69	7		
Fall 3	20	14	27	27	34	22	39	32	45	36		
Winter 3	15	14	21	29	30	28	27	38				
Fall 4	7	21	11	33	16	36	9	41				
Winter 4	4	21	10	34	17	39						
Fall 5	0	21	4	37	5	40						
Winter 5	0	21	3	37								
Fall 6	0	22	7	38								
Winter 6	2	22										

Data Source: Longitudinal Master File, SAS Analysis.

Tables 12 through 16 present enrollment and cumulative graduation rates for the North Campus. The six-year graduation rate for the 76-1 cohort was 36% with 4% of the students still enrolled. Examining the three-year point (Winter 3) for each cohort once again illustrates the effect of the interventions. For the 76-1 cohort, the interventions were not in place by Winter 3. The decrease in graduation rate for the next two cohorts at Winter 3 is a reflection of the SOAP intervention. The 79-1 cohort shows the same recovery noted in the previous data with a 28% graduation rate at Winter 3, the highest of any cohort at this point. Additionally, the re-enrollment rate is also the highest of any cohort. The Fall 4 graduation rate (34%) is almost comparable to the six-year figure (36%) of the 76-1 cohort. The 80-1 cohort reflects the impact of basic skills testing. Graduation rate at Fall 3 has decreased slightly, but retention rate (38%) is the highest at this point of any cohort.

Table 13 presents data for white non-Hispanics. The same pattern of decreased graduation rates during the initial SOAP intervention can be seen for the 77-1 and 78-1 cohorts. The 79-1 cohort shows a recovery in graduation rate with a three-year rate of 31%. Data for black non-Hispanics (Table 14) indicate once again that the graduation rates are lower than for other ethnic categories. The improvement due to the SOAP interventions can be seen most clearly at the three-year point (Winter 3). For the 79-1 cohort the graduation rate for Winter 3 is 21% which is the highest Winter 3 point on the table. Re-enrollment rates also show a slight recovery from the 78-1 cohort onward. The impact of the basic skills testing for the 80-1 cohort

onward can be seen in the decrease in graduation rates at Fall 3 indicating that students are taking longer to complete their degrees. Data for Hispanic students (Table 15) show very similar patterns. As was true college-wide, Hispanics have the highest graduation rate of the major ethnic groups. Examining the three -year rates, a decline can be seen for the 77-1 cohort with a recovery for subsequent cohorts. Data on the "Other" ethnic category (Table 16) is left for the reader to examine.

Data for the South Campus are presented in Tables 17 through 21. For the campus as a whole, the impact of the interventions is less evident. Note that the three-year re-enrollment rates (Winter 3) remain fairly constant across cohorts. The Winter 3 graduation rate shows a slight decline for the 78-1 cohort and a recovery for the 79-1 cohort. Perhaps the most noticeable effect of the intervention is the improved retention figures for the Fall 2 and Winter 2 in the later cohorts. The Fall 2 retention rate for the 81-1 cohort is 71%, which is the highest Fall 2 rate on the Table.

Data for white non-Hispanics (Table 18) are very similar to campus-wide data. Data for black non-Hispanics (Table 19) more directly illustrate the impact of the Standards. The retention and graduation rates for the 77-1 cohort during Fall 3 and Winter 3 have declined remarkably when compared to the 76-1 cohort. Fall 3 and Winter 3 were the first terms during which the 77-1 cohort came under the Standards. Note the gradual improvement in both retention and graduation rates for the next two cohorts. For the final two cohorts the Fall 3 graduation rate (21%) is higher than the entire six-year graduation rate for the 76-1 group (20%). The Fall 2 re-enrollment rate for

the 81-1 cohort has reached an all time high of 69%. Hispanic students (Table 20) show a slight decrease in graduation rate at the three-year point (Winter 3) across cohorts. For the 80-1 cohort, however, the Fall 3 graduation rate has reached 28%. (This in spite of the fact that there were no graduates for Fall 2.) These data probably reflect the delay in graduation due to basic skills testing and developmental coursework. Data for the "Other" ethnic category (Table 21) are left for the reader to examine.

Data for the New World Center Campus are presented in Tables 22 through 26. For the campus as a whole (Table 22) the impact of the Standards can be seen in the collapsed ethnic data. Note the drop in both enrollment and graduation rates at Winter 3 for the 77-1 cohort and the recovery shown by the 78-1 and 79-1 cohorts. The impact of basic skills testing is reflected by the 80-1 cohort where the Fall 3 graduation rate has dropped to 8%. The re-enrollment rate for this cohort at Fall 3 has also decreased slightly.

Data for white non-Hispanics (Table 23) show some interesting patterns. Their Winter 3 re-enrollment rates reached an all time low for the 77-1 cohort. This cohort was under the Standards for both Fall 3 and Winter 3. The re-enrollment rates recover for the next two cohorts, but the graduation rates decline. For the 80-1 cohort the graduation rate has improved. By Fall 3 the rate is 24%. Data for black non-Hispanics (Table 24) show the typical patterns noted in previous data. There is a decline in both re-enrollment and graduation rates for the 77-1 and 78-1 cohorts with a good recovery for the 79-1 cohort. The Fall 4 graduation rate (20%) for the 79-1 cohort is comparable to the full six-year figure for the 76-1 cohort (21%).

Data for Hispanic students (Table 25) show a similar pattern of decline in re-enrollment and graduation rates with a slight recovery. "Other" ethnic data (Table 26) are left for the reader to examine.

Tables 27 through 30 present data for the Medical Center Campus. Since these data are on full-time first-time-in-college students, the number of students fitting this definition at Medical Center Campus is very small. The figures are thus quite erratic and the reader is cautioned that conclusions for this campus are speculative at best. Note, for example, the Winter 3 re-enrollment rate for the 77-1 cohort (Table 27) drops to 16% but then increases to 21% for Fall 4. With only 73 students in the cohort, small changes have a decided impact on the data. The high graduation rates for the 77-1 cohort are remarkable with almost 60% of this group graduating by Fall 6. Stable figures should be generated in subsequent terms by the 80-1 and 81-1 cohorts where the number of students is at least over 100. The ethnic data in Tables 28 through 30 are presented for the reader's information and are not discussed here. The number of students in each cohort when subcategorized by ethnic is too small for reasonable inferences from the data.

Table 12

North Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Total All Ethnic

Consecutive Major Terms	76-1 (N= 2,227)		77-1 (N= 2,227)		78-1 (N= 2,023)		79-1 (N= 1,926)		80-1 (N= 1,865)		81-1 (N= 1,658)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	83		83		81		83		84		82	
Fall 2	64	2	61	1	62	1	63	7	64	1	62	1
Winter 2	60	8	55	6	54	6	56	12	57	4		
Fall 3	32	23	32	18	32	18	35	21	38	18		
Winter 3	26	27	25	22	25	23	28	28				
Fall 4	13	32	14	28	14	29	16	34				
Winter 4	12	33	12	29	12	31						
Fall 5	8	35	8	31	9	32						
Winter 5	6	35	7	32								
Fall 6	6	36	5	33								
Winter 6	4	36										

Data Source: Longitudinal Master File, SAS Analysis.

Table 13

North Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

White Non-Hispanic

Consecutive Major Terms	76-1 (N= 948)		77-1 (N= 843)		78-1 (N= 745)		79-1 (N= 659)		80-1 (N= 475)		81-1 (N= 366)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	82		83		76		80		78		80	
Fall 2	59	2	61	2	58	1	57	8	57	1	63	1
Winter 2	53	9	51	8	49	8	49	14	48	6		
Fall 3	26	30	26	22	26	19	26	25	30	20		
Winter 3	19	33	18	27	18	23	18	31				
Fall 4	10	37	10	32	10	28	10	34				
Winter 4	9	37	8	33	9	30						
Fall 5	6	39	6	34	7	31						
Winter 5	5	39	4	35								
Fall 6	3	40	4	36								
Winter 6	3	40										

Data Source: Longitudinal Master File, SAS Analysis.

35

Table 14

North Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

Black Non-Hispanic

Consecutive Major Terms	76-1 (N= 618)		77-1 (N= 683)		78-1 (N= 538)		79-1 (N= 504)		80-1 (N= 517)		81-1 (N= 405)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	80		80		78		81		84		79	
Fall 2	59		50	1	52		59	4	62		53	
Winter 2	58	3	46	3	43	2	54	7	55	2		
Fall 3	31	14	27	11	28	10	31	15	33	11		
Winter 3	27	18	21	14	23	13	28	21				
Fall 4	12	22	12	18	11	18	13	26				
Winter 4	12	23	10	19	11	18						
Fall 5	9	24	7	21	8	20						
Winter 5	6	25	7	21								
Fall 6	6	26	3	22								
Winter 6	6	26										

Data Source: Longitudinal Master File, SAS Analysis.

Table 15

North Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Hispanic

Consecutive Major Terms	76-1 (N= 621)		77-1 (N= 669)		78-1 (N= 691)		79-1 (N= 732)		80-1 (N= 844)		81-1 (N= 858)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	90		88		88		88		87		84	
Fall 2	80	2	72		75	1	71	8	70	1	66	1
Winter 2	75	10	67	4	67	7	64	12	64	4		
Fall 3	45	30	46	18	43	23	46	21	45	21		
Winter 3	37	35	37	24	34	31	36	30				
Fall 4	20	42	22	32	19	38	24	37				
Winter 4	17	44	18	34	15	41						
Fall 5	11	47	13	38	11	43						
Winter 5	8	48	12	39								
Fall 6	9	48	9	41								
Winter 6	6	50										

Data Source: Longitudinal Master File, SAS Analysis.

Table 16

North Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Other Ethnic

Consecutive Major Terms	76-1 (N= 40)		77-1 (N= 32)		78-1 (N= 49)		79-1 (N= 31)		80-1 (N= 29)		81-1 (N= 29)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	63	2	84		82		90		86		69	
Fall 2	33	8	78	3	55	2	74	16	79	3	59	3
Winter 2	25	8	47	6	53	6	65	19	59	7		
Fall 3	13	13	31	28	27	18	48	32	38	21		
Winter 3	13	13	22	31	29	24	32	42				
Fall 4	3	18	6	31	18	33	10	45				
Winter 4	3	20	9	34	18	35						
Fall 5	0	20	6	34	4	35						
Winter 5	0	20	9	34								
Fall 6	0	23	13	38								
Winter 6	0	23										

Data Source: Longitudinal Master File, SAS Analysis.

Table 17

South Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Total All Ethnic

Consecutive Major Terms	76-1 (N= 2,017)		77-1 (N= 2,093)		78-1 (N= 2,221)		79-1 (N= 2,263)		80-1 (N= 2,353)		81-1 (N= 2,363)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	84		85		84		84		87		87	
Fall 2	66	2	65	2	64	2	65	8	69	1	71	1
Winter 2	60	8	59	6	57	6	58	12	63	6		
Fall 3	35	24	33	23	32	23	35	24	38	27		
Winter 3	26	28	26	28	25	27	26	30				
Fall 4	13	35	14	33	14	33	15	36				
Winter 4	11	36	12	35	12	34						
Fall 5	7	37	7	37	10	36						
Winter 5	6	38	6	38								
Fall 6	5	39	6	38								
Winter 6	5	39										

Data Source: Longitudinal Master File, SAS Analysis.

Table 18

South Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

White Non-Hispanic

Consecutive Major Terms	76-1 (N= 1,081)		77-1 (N= 1,116)		78-1 (N= 1,059)		79-1 (N= 1,038)		80-1 (N= 886)		81-1 (N= 834)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	84		84		81		82		82		84	
Fall 2	61	2	60	1	58	2	59	7	60	1	65	1
Winter 2	55	9	53	6	51	6	54	11	54	6		
Fall 3	28	25	29	24	27	21	29	24	31	25		
Winter 3	21	27	22	29	19	25	20	29				
Fall 4	12	33	12	33	11	30	12	34				
Winter 4	9	34	10	35	9	31						
Fall 5	6	35	6	37	8	32						
Winter 5	4	36	5	37								
Fall 6	4	37	4	38								
Winter 6	4	37										

Data Source: Longitudinal Master File, SAS Analysis.

Table 19

South Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Black Non-Hispanic

Consecutive Major Terms	76-1 (N= 198)		77-1 (N= 199)		78-1 (N= 187)		79-1 (N= 137)		80-1 (N= 136)		81-1 (N= 108)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	73		72		74		74		88		87	
Fall 2	53	1	47		45		47	5	64	1	69	3
Winter 2	54	4	42	2	42	2	39	7	57	4		
Fall 3	28	10	19	8	22	14	20	18	37	21		
Winter 3	21	13	16	10	17	16	15	21				
Fall 4	6	18	9	15	10	19	7	23				
Winter 4	7	19	8	15	6	21						
Fall 5	5	19	4	15	5	23						
Winter 5	4	20	2	16								
Fall 6	2	20	5	16								
Winter 6	4	20										

Data Source: Longitudinal Master File, SAS Analysis.

Table 20

South Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Hispanic

Consecutive Major Terms	76-1 (N= 678)		77-1 (N= 723)		78-1 (N= 907)		79-1 (N= 1,035)		80-1 (N= 1,271)		81-1 (N= 1,371)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	89		91		90		88		90		89	
Fall 2	80	3	76	2	74	3	73	8	76		75	1
Winter 2	72	9	72	8	67	8	65	13	70	6		
Fall 3	49	27	42	26	40	26	43	24	42	28		
Winter 3	37	35	35	32	33	31	34	31				
Fall 4	18	43	20	38	20	38	19	39				
Winter 4	15	44	16	40	17	40						
Fall 5	10	47	11	43	13	43						
Winter 5	9	48	9	44								
Fall 6	8	49	10	46								
Winter 6	7	50										

Data Source: Longitudinal Master File, SAS Analysis.

Table 21

South Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Other Ethnic

Consecutive Major Terms	76-1 (N= 60)		77-1 (N= 55)		78-1 (N= 68)		79-1 (N= 53)		80-1 (N= 60)		81-1 (N= 50)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	77		84		78		85		88		86	
Fall 2	47	3	69	4	71	1	62	15	75		64	2
Winter 2	45	10	60	11	62	6	57	15	75	6		
Fall 3	30	18	24	25	40	25	34	36	50	43		
Winter 3	20	18	20	27	32	31	25	40				
Fall 4	13	27	15	33	13	40	9	43				
Winter 4	7	28	9	33	15	43						
Fall 5	0	28	4	36	6	44						
Winter 5	0	28	0	36								
Fall 6	0	28	4	36								
Winter 6	3	28										

Data Source: Longitudinal Master File, SAS Analysis.

Table 22

New World Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Total All Ethnic

Consecutive Major Terms	76-1 (N= 860)		77-1 (N= 1,068)		78-1 (N= 1,027)		79-1 (N= 925)		80-1 (N= 1,370)		81-1 (N= 862)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	78	1	76		71		70		73		76	
Fall 2	54	2	43	3	46	5	42	10	42		43	
Winter 2	51	7	38	5	39	7	37	11	37	2		
Fall 3	29	16	21	12	22	14	24	16	22	8		
Winter 3	23	19	17	13	19	17	21	19				
Fall 4	13	23	9	16	11	20	12	22				
Winter 4	11	25	8	16	10	21						
Fall 5	6	25	5	18	6	23						
Winter 5	6	26	6	18								
Fall 6	5	26	6	19								
Winter 6	4	27										

Data Source: Longitudinal Master File, SAS Analysis.

Table 23

New World Center Campus

Enrollment and Cumulatvie Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

White Non-Hispanic

Consecutive Major Terms	76-1 (N= 147)		77-1 (N= 105)		78-1 (N= 174)		79-1 (N= 131)		80-1 (N= 94)		81-1 (N= 73)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	70	1	68		69		66		77	1	73	
Fall 2	47	1	42	3	40	4	42	7	50	2	47	1
Winter 2	42	9	33	8	35	5	37	9	44	10		
Fall 3	14	20	12	23	15	18	23	18	19	24		
Winter 3	11	22	8	24	13	20	18	18				
Fall 4	5	26	4	25	4	22	11	23				
Winter 4	3	26	2	25	3	23						
Fall 5	3	26	5	25	4	23						
Winter 5	3	26	0	25								
Fall 6	3	27	3	25								
Winter 6	4	27										

Data Source: Longitudinal Master File, SAS Analysis.

Table 24

New World Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Black Non-Hispanic

Consecutive Major Terms	76-1 (N= 310)		77-1 (N= 388)		78-1 (N= 305)		79-1 (N= 203)		80-1 (N= 163)		81-1 (N= 126)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	80		73		65		73		66		75	
Fall 2	51	1	37	1	33	2	46	4	36		40	1
Winter 2	50	4	32	2	31	3	41	7	30	1		
Fall 3	28	12	18	5	22	7	23	9	15	4		
Winter 3	22	14	12	6	14	9	20	18				
Fall 4	11	18	7	7	6	11	6	20				
Winter 4	11	19	7	8	8	12						
Fall 5	6	19	4	8	4	13						
Winter 5	5	20	7	8								
Fall 6	4	20	5	10								
Winter 6	3	21										

Data Source: Longitudinal Master File, SAS Analysis.

Table 25

New World Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Hispanic

Consecutive Major Terms	76-1 (N= 381)		77-1 (N= 570)		78-1 (N= 535)		79-1 (N= 577)		80-1 (N= 1,099)		81-1 (N= 657)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	81		79		76		69		73		78	
Fall 2	62	4	47	5	56	7	40	12	42		43	
Winter 2	59	9	42	6	45	10	35	14	37	1		
Fall 3	36	19	24	14	25	17	24	17	23	7		
Winter 3	30	24	22	16	23	20	22	19				
Fall 4	18	28	12	19	16	24	14	22				
Winter 4	15	30	10	20	14	26						
Fall 5	8	31	6	22	8	28						
Winter 5	7	32	6	22								
Fall 6	6	33	6	23								
Winter 6	6	33										

Data Source: Longitudinal Master File, SAS Analysis.

Table 26

New World Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Other Ethnic

Consecutive Major Terms	76-1 (N= 22)		77-1 (N= 5)		78-1 (N= 13)		79-1 (N= 14)		80-1 (N= 14)		81-1 (N= 6)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	64		80		62		71		86		17	
Fall 2	14		60		54		71	7	71		33	
Winter 2	9		60		46		64	7	64	7		
Fall 3	5	5	40	40	31	23	36	21	36	36		
Winter 3	5	5	20	40	23	23	29	29				
Fall 4	0	5	0	40	23	31	7	29				
Winter 4	0	5	20	40	23	38						
Fall 5	0	5	0	60	0	38						
Winter 5	0	5	0	60								
Fall 6	0	5	0	60								
Winter 6	0	5										

Data Source: Longitudinal Master File, SAS Analysis.

Table 27

Medical Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Total All Ethnic

Consecutive Major Terms	76-1 (N= 133)		77-1 (N= 73)		78-1 (N= 34)		79-1 (N= 91)		80-1 (N= 131)		81-1 (N= 123)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	77		82		76		80		81		67	
Fall 2	61	3	64	7	65	3	59	8	56		54	1
Winter 2	64	7	62	21	56	12	56	13	53	8		
Fall 3	32	27	30	45	24	29	36	21	37	19		
Winter 3	29	30	16	47	21	32	30	27				
Fall 4	17	30	21	51	6	32	20	33				
Winter 4	15	35	16	53	6	41						
Fall 5	10	38	11	58	3	41						
Winter 5	7	39	5	58								
Fall 6	7	41	10	59								
Winter 6	5	41										

Data Source: Longitudinal Master File, SAS Analysis.

Table 28

Medical Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

	White Non-Hispanic											
Consecutive Major Terms	76-1 (N= 60)		77-1 (N= 29)		78-1 (N= 14)		79-1 (N= 32)		80-1 (N= 39)		81-1 (N= 32)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	73	2	79		64		81		79		47	
Fall 2	55	5	66	3	57	7	59	6	56		41	
Winter 2	55	12	66	14	57	14	56	22	46	18		
Fall 3	22	40	31	38	21	43	28	34	23	31		
Winter 3	18	42	28	41	7	43	31	34				
Fall 4	15	43	17	45	7	43	19	41				
Winter 4	12	47	17	52	7	50						
Fall 5	8	50	7	52	0	50						
Winter 5	2	50	3	52								
Fall 6	5	50	3	52								
Winter 6	3	50										

Data Source: Longitudinal Master File, SAS Analysis.

Table 29

Medical Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students Closing Fall Terms

Black Non-Hispanic

Consecutive Major Terms	76-1 (N= 38)		77-1 (N= 23)		78-1 (N= 7)		79-1 (N= 27)		80-1 (N= 40)		81-1 (N= 42)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	76		83		86		70		85		79	
Fall 2	50	3	61	17	71		56	4	43		60	
Winter 2	63	3	52	22	43	14	48	4	38			
Fall 3	29	5	26	57	29	14	33	11	18	10		
Winter 3	26	8	4	57	29	29	22	15				
Fall 4	18	8	17	61	0	29	22	22				
Winter 4	18	13	9	61	0	29						
Fall 5	11	16	17	65	0	29						
Winter 5	13	18	9	65								
Fall 6	8	21	9	70								
Winter 6	3	21										

Data Source: Longitudinal Master File, SAS Analysis.

Table 30

Medical Center Campus

Enrollment and Cumulative Graduation Rate per 100 Full-Time First-time-in-College Students
Closing Fall Terms

Consecutive Major Terms	Hispanic											
	76-1 (N= 35)		77-1 (N= 21)		78-1 (N= 13)		79-1 (N= 30)		80-1 (N= 52)		81-1 (N= 48)	
	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad	Enrolled	Grad
Fall 1	100		100		100		100		100		100	
Winter 1	86		86		85		90		79		73	
Fall 2	83		67		69		63	13	67		58	4
Winter 2	80	3	67	29	62	7	63	13	71	8		
Fall 3	51	29	33	43	23	23	47	17	63	17		
Winter 3	49	34	14	43	31	23	37	33				
Fall 4	20	37	29	48	8	23	20	37				
Winter 4	17	40	24	48	8	38						
Fall 5	11	40	10	57	8	38						
Winter 5	9	43	5	57								
Fall 6	9	46	19	57								
Winter 6	9	46										

Data Source: Longitudinal Master File, SAS Analysis.

Summary

Figures 1 through 3 present summary data on the cohort analyses. For summary purposes, the three-year re-enrollment and graduation rates (Winter 3) were used and points were plotted for the four cohorts with enough data to have reached Winter 3. Figure 1 shows the three-year re-enrollment rates by ethnic and by campus. Each separate graph represents a major ethnic category while the last graph represents all ethnic groups combined. The cohorts are listed at the bottom of each graph, and a separate line is drawn for each campus. Medical Center Campus is excluded from this summary because of the small number of full-time first-time students at that campus.

For black non-Hispanics, the decrease in re-enrollment rate and subsequent recovery in later cohorts is apparent in the figure. This is true for each campus with the exception of South Campus where the three-year re-enrollment rate for black non-Hispanics has declined for the 79-1 cohort. Note also that North Campus has the highest re-enrollment rate for black non-Hispanics.

For white non-Hispanics the re-enrollment rate is relatively stable and shows little change from the interventions. New World Center Campus is an exception and shows the more typical pattern of a decline in re-enrollment rate for the 77-1 cohort and subsequent recovery over the next two cohorts.

Hispanic students show a decline in re-enrollment for 77-1 with the advent of the interventions and fairly steady state re-enrollment from that point on. The re-enrollment rate for New World Center Campus is generally

lower than for the other campuses which is probably due to the many special programs present at New World Center during these cohort years.

Figure 2 presents three-year graduation rates by ethnic and by campus. For black non-Hispanics, notice the same pattern as was true with re-enrollment. There was a decline in graduation rate for the 77-1 cohort followed by a recovery for the next two cohorts. White non-Hispanic students show a slow recovery and their graduation rates have improved primarily for the 79-1 cohort. New World Center Campus is an exception to these data, and the three-year graduation rate for white non-Hispanics has not improved for the 79-1 cohort. Graduation rates for Hispanic students show an initial decline for the 77-1 cohort followed by a recovery and fairly steady state for the following two cohorts.

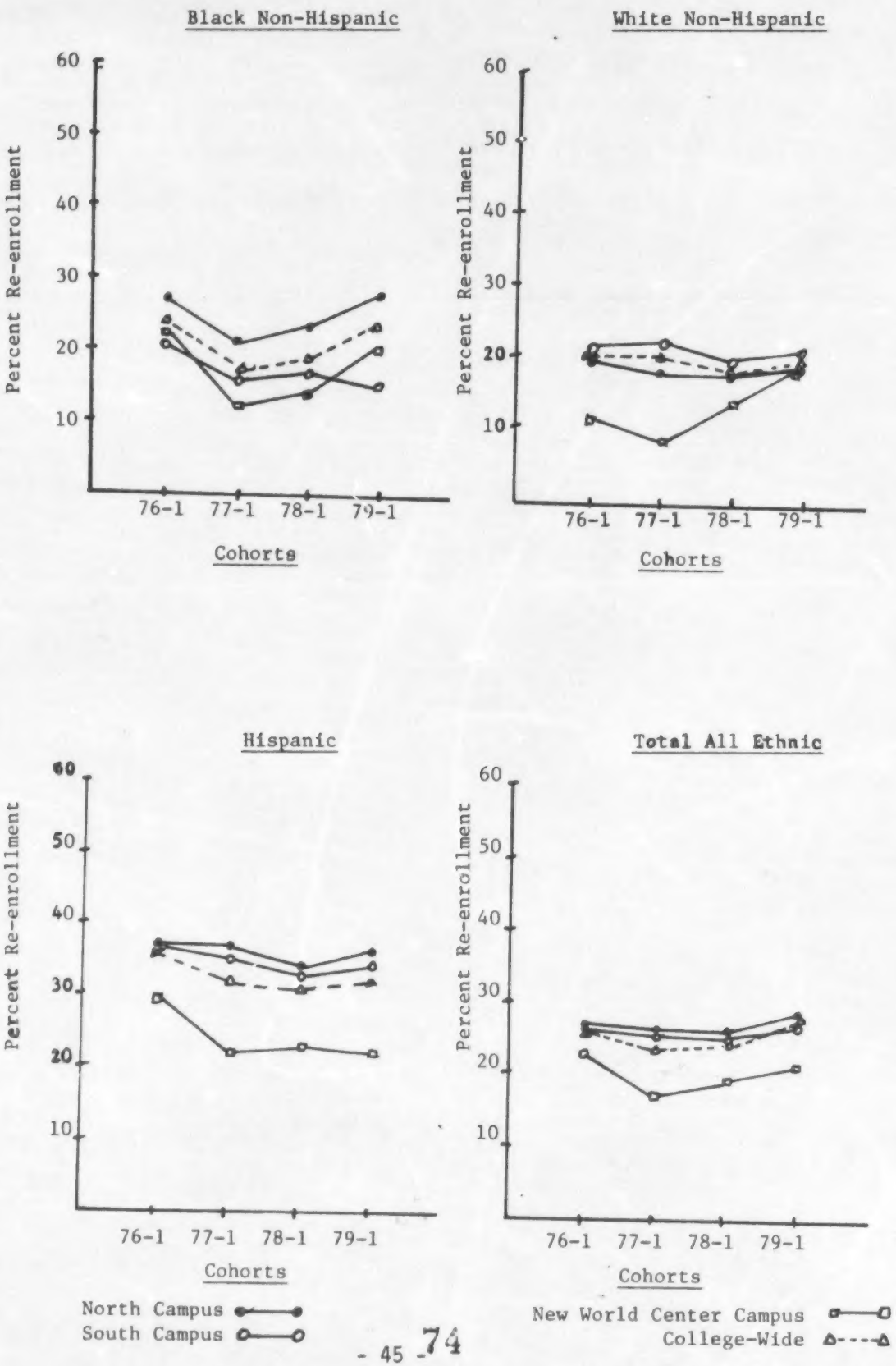
Figure 3 presents the combined graduation and re-enrollment data by ethnic and by campus. For this Figure the graduation rate and re-enrollment rate were summed to give the percent of students who were either still in the system or who had successfully completed a degree. For this Figure each cohort is shown on a separate graph with the campuses listed at the bottom of each graph. The individual lines represent ethnic groups. The data are displayed in this manner to facilitate visual comparison from one cohort to the next. A line is drawn at the 50% graduation plus re-enrollment rate point to aid the reader in noticing changes from one cohort to the next. Notice that the graduation plus re-enrollment rate shows a decline from the 76-1 cohort to the 77-1 cohort. This is especially true for black non-Hispanics and for Hispanic students at the New World Center Campus. The 78-1 cohort is already

showing signs of recovery. Notice that the black non-Hispanic rates have moved closer to the other ethnic categories. For the 79-1 cohort the recovery in graduation plus re-enrollment rate is visually apparent. These data look quite similar to the 76-1 cohort. The rates for black non-Hispanics, however, are even slightly higher than the 76-1 cohort rates on most campuses. Note also that the North Campus shows the highest re-enrollment plus graduation rates for the major ethnic categories.

In summary, the SOAP interventions began in 78-1 and had their initial impact on the 77-1 cohort during its third year. Students in the 78-1 and 79-1 cohorts were under the SOAP policies for their entire enrollment. By 79-1, three-year graduation and re-enrollment rates had recovered and were at or above the rates shown by the 76-1 cohort. These are the first longitudinal data that clearly show the results of the interventions begun by the College.

Figure 1

Three-Year Re-enrollment Rates by Ethnic and by Campus



74

Figure 2

Three-Year Graduation Rates by Ethnic and by Campus

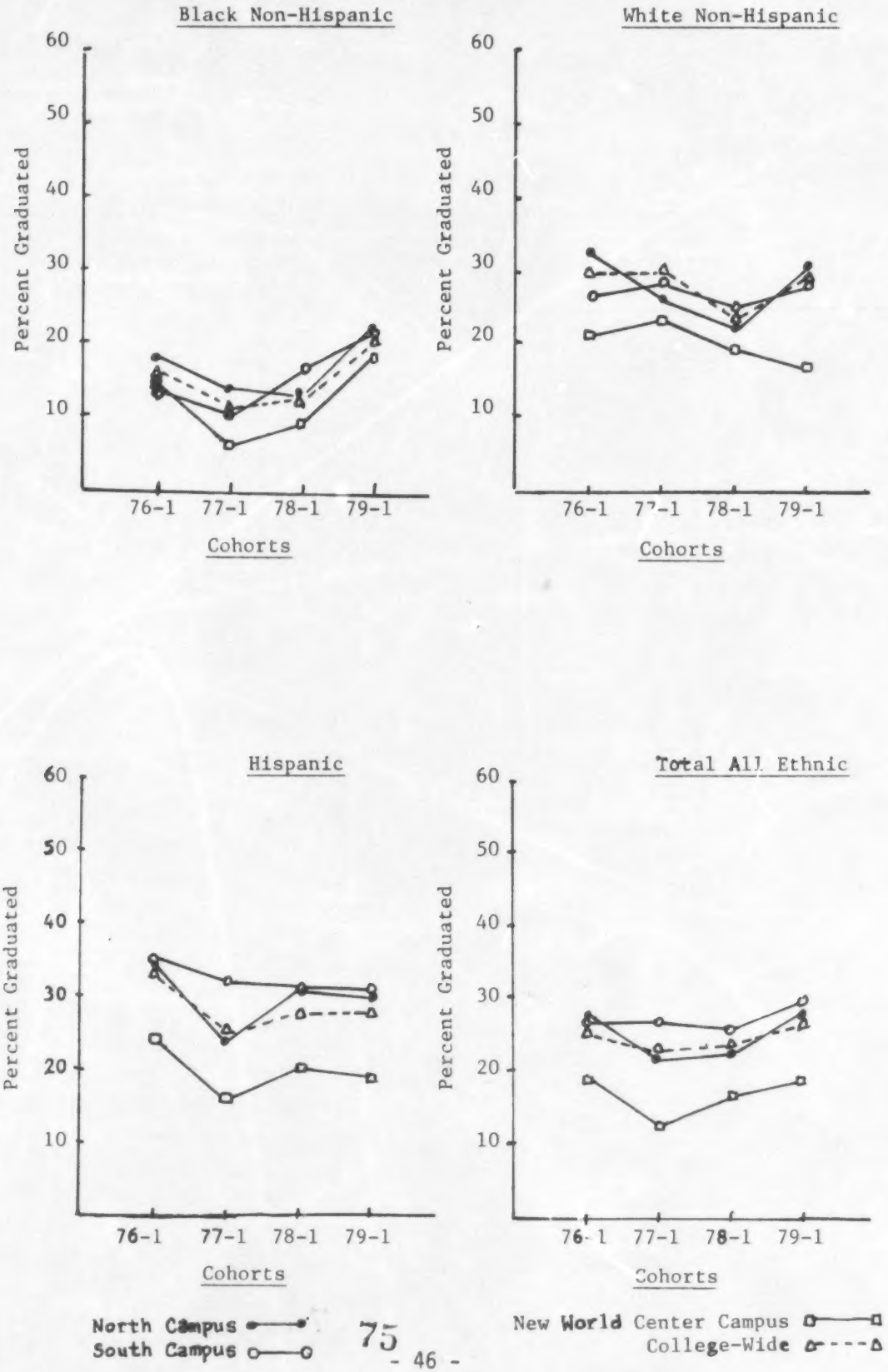
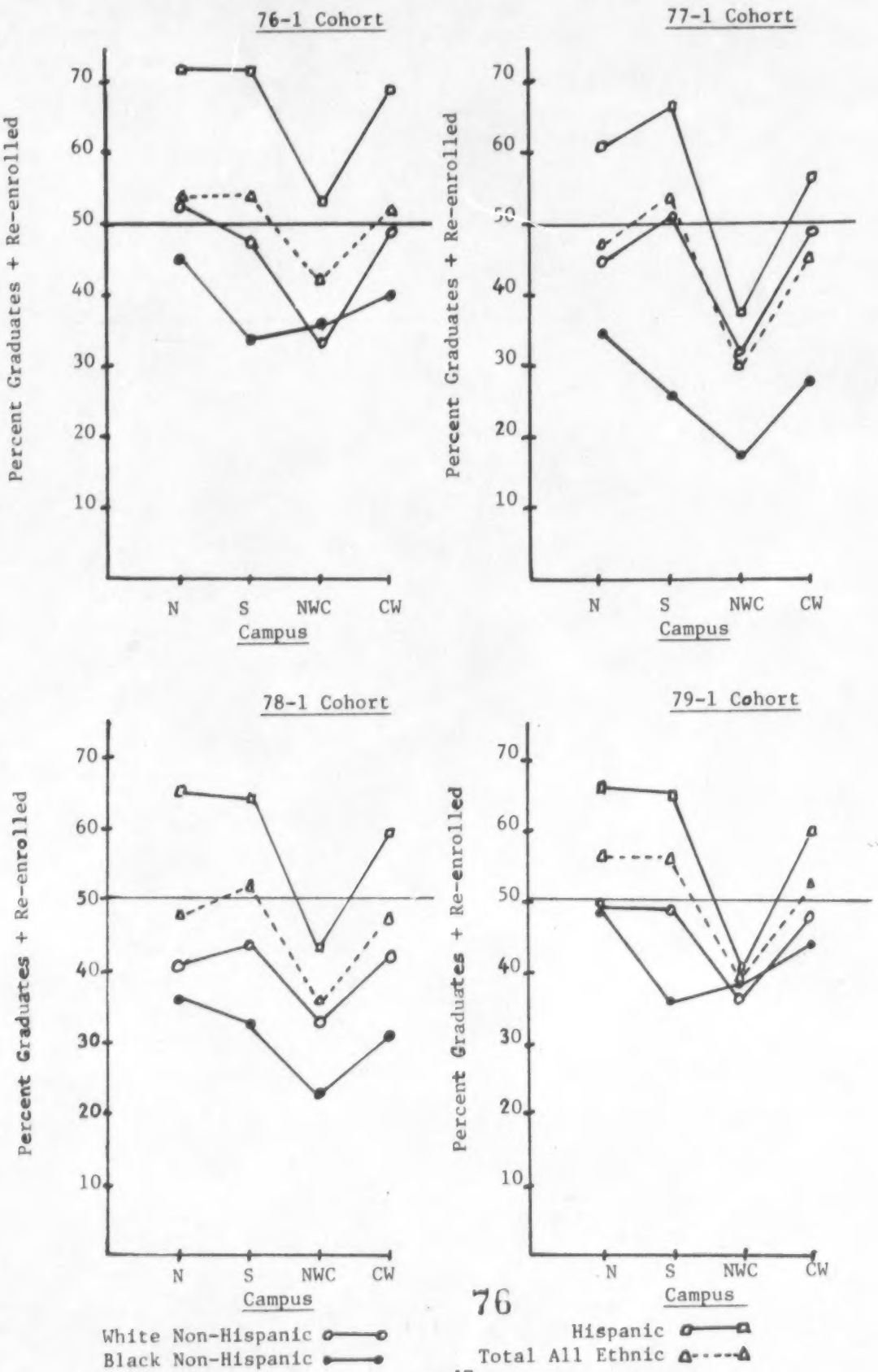


Figure 3

Three-Year Graduation + Re-enrollment Rate by Ethnic and by Campus



Questions for Further Research

It is clear from the data presented in this report that changes in the patterns of retention and graduation rates across cohorts coincide with academic reforms at Miami-Dade. Improved re-enrollment/graduation rates are evident from the 78-1 cohort onward. It is not clear how these academic reforms relate to the changes.

The following questions remain unanswered:

1. Are students now self-selecting before applying to Miami-Dade so that we are drawing an academically more able student than was true for the 76-1 and 77-1 cohorts?
2. While a "flush-out" effect was apparent for the 77-1 cohort when they came under the Standards (a drop in re-enrollment), the data suggest that this is no longer the case. Re-enrollment rates have increased for later cohorts. Does this reflect a combined "flush-out" of poor students but increased retention of good students?
3. Is the shift of black non-Hispanic J's to a larger percentage of part-timers one way of self-selecting out of the more rigorous standards?
4. Why have graduation rates increased? Are students simply graduating sooner because of increased awareness of requirements (AGIS)? If so, the increased graduation rates of the later cohorts reflect earlier graduation and the trends may not continue through the full six-year span. Are students graduating at a higher rate per se because of better direction/advisement? If so, the rates for the later cohorts at the end of a full six-year span should far surpass the earlier cohorts.

Some of these questions will be addressed in future studies, but some (Question 1, for example) will remain unanswered. The reader is cautioned to consider these questions when discussing the results of this report as related to Miami-Dade's academic reforms.

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